

# Curriculum Mapping Tool

## Alignment with National Sexuality Education Standards

### Grades 3-5

#### Strands 1-7

**Note:** The complete National Sex Ed Standards is available online at [www.futureofsexeducation.org](http://www.futureofsexeducation.org)

Curriculum Title: **4/5/6 FLASH (Family Life And Sexual Health)**

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### By end of 5<sup>th</sup> Grade

#### STRAND 1: ANATOMY & PHYSIOLOGY

<b>National Standards Core Concepts</b>	<i>Rubric score for how completely standard is addressed</i>  <i>Key: 0= not at all; 1=partially; 2=fully</i>	<i>Included at another grade level and/or in a different content area? If so, where?</i>	<i>Lesson title and page number that applies</i>
<b>AP.5.CC.1</b> Describe male and female reproductive systems including body parts and their functions	2		Lesson 11, Reproductive System, p 1-13 Lesson 12, Reproductive System, p 3-10
<b>AP.5.AI.1</b> Identify medically accurate information about female and male reproductive anatomy	1		Lesson 19, Review & Resources, p 4 (Use the internet ... practice locating resources)

## STRAND 2: PUBERTY & ADOLESCENT DEVELOPMENT

<b>National Standards Core Concepts</b>	<i>Rubric score for how completely standard is addressed</i>  <i>Key: 0= not at all; 1=partially; 2=fully</i>	<i>Included at another grade level and/or in a different content area? If so, where?</i>	<i>Lesson title and page number that applies</i>
<b>PD.5.CC.1</b> Explain the physical, social and emotional changes that occur during puberty and adolescence	2		<i>Lesson 9, Puberty Day 1, p 1-8</i>
<b>PD.5.INF.1</b> Describe how friends, family, media, society and culture can influence ideas about body image	1.5		<i>Lesson 3, Self-Esteem, p 1-7</i> <i>Lesson 9, Puberty Day 1, p 6-7</i>
<b>PD.5.AI.1</b> Identify medically accurate information and resources about puberty and personal hygiene	1.5 (information, yes; resources, no)		<i>Lesson 10, Puberty Day 2, p 1-7</i>
<b>PD.5.SM.1</b> Explain ways to manage the physical and emotional changes associated with puberty	1 (more physical, less emotional)		<i>Lesson 9, Puberty Day 1, p 4-7</i> <i>Lesson 10, Puberty Day 2, p 3, 6-7</i>
<b>PD.5.CC.2</b> Explain how the timing of puberty and adolescent development varies considerably and can still be healthy	2		<i>Lesson 9, Puberty Day 1, p 3</i> <i>Lesson 10, Puberty Day 2, p 3, 6</i>
<b>PD.5.AI.2</b> Identify parents or other trusted adults of whom students can ask questions about puberty and adolescent health issues	2		<i>Lesson 10, Puberty Day 2, p 10</i>
<b>PAD.5.CC.3</b> Describe how puberty prepares human bodies for the potential to reproduce	2		<i>Lesson 9, Puberty Day 1, p 5</i>

### STRAND 3: IDENTITY

<b>National Standards Core Concepts</b>	<i>Rubric score for how completely standard is addressed</i>  <i>Key:0= not at all; 1=partially; 2=fully</i>	<i>Included at another grade level and/or in a different content area? If so, where?</i>	<i>Lesson title and page number that applies</i>
<b>ID.5.CC.1</b> Define sexual orientation as the romantic attraction of an individual to someone of the same gender or a different gender	1	High School FLASH, lesson 7, p 5-6	Lesson 2, Family, Page 3 The film That's a Family! defines the words "gay" and "lesbian" but using the film is optional.
<b>ID.5.AI.1</b> Identify parents or other trusted adults of whom students can ask questions about sexual orientation	.5	High School FLASH, lesson 7, p 18	Lesson 1, Introduction, p 3-4 Lesson 1 introduces the idea of Family Homework, to complete with a family member or another trusted adult. Lesson 2, Family, Lesson 2 Family Homework would involve discussing the student's own extended family and might achieve this standard only if the student or trusted adult chose to address the sexual orientation of anyone in that close circle.
<b>ID.5.SM.1</b> Demonstrate ways to treat others with dignity and respect	2		Lesson 1, Introduction, p 3-4 Lesson 2, Family, p 4-5 Lesson 3, Self-Esteem, p 1-7 Lesson 4, Gender Roles, p 1-9 Lesson 5, Friendship, p 1-8
<b>ID.5.ADV.1</b> Demonstrate ways students can work together to promote dignity and respect for all people	2		Lesson 1, Introduction, p 3-4

### STRAND 4: PREGNANCY AND REPRODUCTION

<b>National Standards Core Concepts</b>	<i>Rubric score for how completely standard is addressed</i>  <i>Key:0= not at all; 1=partially; 2=fully</i>	<i>Included at another grade level and/or in a different content area? If so, where?</i>	<i>Lesson title and page number that applies</i>
<b>PR.5.CC.1</b> Describe the process of human reproduction	2		Lesson 9, Puberty Day 1, p 5, 8 Lesson 11, Reproductive System Day 1, p 3-4 Lesson 12, Reproductive system Day 2, p 7, 9, 10 Lesson 13, Pregnancy Day 1, p 1-5 Lesson 14, Pregnancy Day 2, p 1-10

## STRAND 5: SEXUALLY TRANSMITTED DISEASES & HIV

<b>National Standards Core Concepts</b>	<i>Rubric score for how completely standard is addressed</i> <i>Key:0= not at all; 1=partially; 2=fully</i>	<i>Included at another grade level and/or in a different content area?</i> <i>If so, where?</i>	<i>Lesson title and page number that applies</i>
<b>SH.5.CC.1</b> Define HIV and identify some age appropriate methods of transmission, as well as ways to prevent transmission	2		Lesson 15, HIV & AIDS year 1, day 1, p 5-6 Lesson 16, HIV & AIDS year 1, day 2, p 4 Lesson 17, HIV & AIDS year 2, day 1, p 4-6

## STRAND 6: HEALTHY RELATIONSHIPS

<b>National Standards Core Concepts</b>	<i>Rubric score for how completely standard is addressed</i> <i>Key:0= not at all; 1=partially; 2=fully</i>	<i>Included at another grade level and/or in a different content area?</i> <i>If so, where?</i>	<i>Lesson title and page number that applies</i>
<b>HR.5.CC.1</b> Describe the Characteristics of healthy relationships	2		Lesson 3, Self-Esteem, p 1-7 Lesson 5, Friendship, p 1-8
<b>HR.5.INF.1</b> Compare positive and negative ways friends and peers can influence relationships	2		Lesson 3, Self-Esteem, p 1-7 Lesson 5, Friendship, p 1-8
<b>HR.5.AI.1</b> Identify parents and other trusted adults they can talk to about relationships	2		Lesson 2, Family, p 6 Lesson 3, Self-Esteem, p 5 Lesson 5, Friendship, p 4 Lesson 18, HIV & AIDS year 2, day 2, p 3-7
<b>HR.5.IC.1</b> Demonstrate positive ways to communicate differences of opinion while maintaining relationships	1.5	7/8 FLASH, Lessons 16-19 High School FLASH, Lessons 5, 6, 12d, 13, 19	Lesson 1, Introduction, p 3-4 Lesson 18, HIV & AIDS year 2, day 2, p 3-7
<b>HR.5.SM.1</b> Demonstrate ways to treat others with dignity and respect	2		Lesson 1, Introduction, p 3-4 Lesson 3, Self-Esteem, p 1-7 Lesson 4, Gender Roles, p 1-9 Lesson 5, Friendship, p 1-8

## STRAND 7: PERSONAL SAFETY

<b>National Standards Core Concepts</b>	<i>Rubric score for how completely standard is addressed</i>  <i>Key:0= not at all; 1=partially; 2=fully</i>	<i>Included at another grade level and/or in a different content area? If so, where?</i>	<i>Lesson title and page number that applies</i>
<b>PS.5.CC.1</b> Define teasing, harassment and bullying and explain why they are wrong	2		Lesson 1, Introduction, p 3-4 Lesson 3, Self-Esteem, p 1-7 Lesson 5, Friendship, p 1-8
<b>PS.5.INF.1</b> Explain why people tease, harass or bully others	2		Lesson 1, Introduction, p 3
<b>PS.5.AI.1</b> Identify parents and other trusted adults they can tell if they are being teased, harassed or bullied	2		Lesson 3, Self-Esteem, p 5 Lesson 7, Sexual Exploitation Day 1, p 5 Lesson 8, Sexual Exploitation Day 2, p 5-7
<b>PS.5.IC.1</b> Demonstrate ways to communicate about how one is being treated	1	7/8 FLASH, lessons 16-20	Lesson 8, Sexual Exploitation Day 2, p 4-7
<b>PS.5.SM.1</b> Discuss effective ways in which students could respond when they are or someone else is being teased, harassed or bullied	2		Lesson 8, Sexual Exploitation Day 2, p 4-7
<b>PS.5.ADV.1</b> Persuade others to take action when someone else is being teased, harassed or bullied	2		Lesson 8, Sexual Exploitation Day 2, p 4-7
<b>PS.5.CC.2</b> Define sexual harassment and sexual abuse	2		Lesson 7, Sexual Exploitation Day 1, p 3-4
<b>PS.5.AI.2</b> Identify parents or other trusted adults they can tell if they are being sexually harassed or abused	2		Lesson 8, Sexual Exploitation Day 2, p 4-7
<b>PS.5.IC.2</b> Demonstrate refusal skills (e.g. clear “no” statement, walk away, repeat refusal)	2		Lesson 7, Sexual Exploitation Day 1, p 4-5